



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 12411661
SAU: MSAD 47
School: James H Bean School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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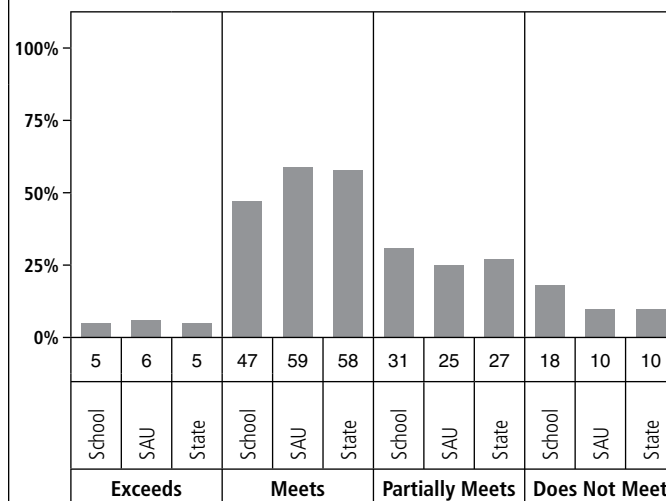
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: MSAD 47
School: James H Bean School

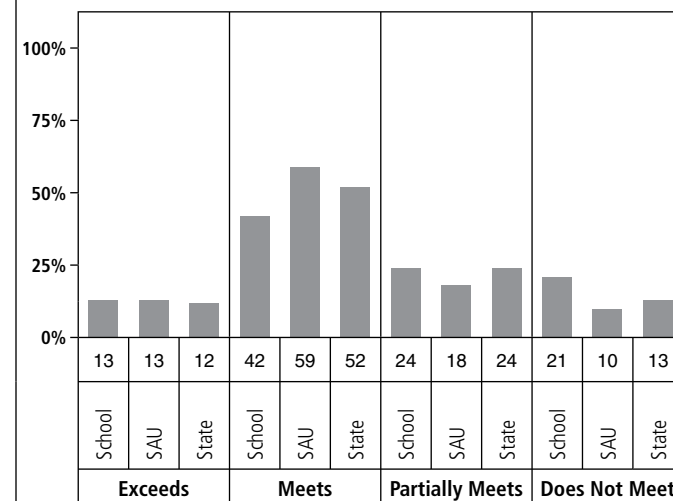
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	546	545	544
2006–2007	547	548	544
2007–2008	542	545	545
Cum. Avg. *	545	546	544
Mathematics			
2005–2006	550	548	543
2006–2007	550	551	546
2007–2008	544	548	546
Cum. Avg. *	548	549	545
ELA – Writing			
2005–2006			
2006–2007	544	543	541
2007–2008	539	540	538
Cum. Avg. *			

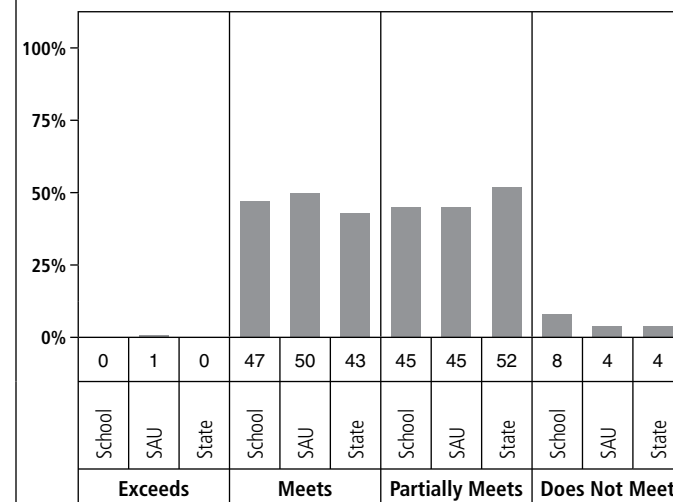
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 5
SAU: MSAD 47
School: James H Bean School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	62	100	187	100	14240	100	62	100	187	100	14157	100	62	100	187	100	14156	100					62	100
Ethnicity African American/Black	1	2	1	1	404	3	1	100	1	100	396	98	1	100	1	100	398	99					1	100
American Indian or Native Alaskan	0	0	1	1	118	1	0	0	1	100	118	100	0	0	1	100	118	100					0	0
Asian or Pacific Islander	0	0	3	2	201	1	0	0	3	100	199	99	0	0	3	100	199	99					0	0
Hispanic	0	0	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99					0	0
Caucasian/White	61	98	182	97	13339	94	61	100	182	100	13274	100	61	100	182	100	13267	100					61	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Identified disability	9	15	33	18	2555	18	9	100	33	100	2528	99	9	100	33	100	2526	99					9	100
Current LEP	0	0	1	1	337	2	0	0	1	100	328	97	0	0	1	100	334	99					0	0
Economically disadvantaged	20	32	59	32	5574	39	20	100	59	100	5528	99	20	100	59	100	5531	99					20	100
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	54	87	155	83	11042	78	55	89	157	84	11006	77							56	90	158	84	11127	78
Identified disability (PET/IEP)	3	6	10	6	396	4	4	7	12	8	404	4							4	7	12	8	447	4
LEP	0	0	1	1	144	1	0	0	1	1	141	1							0	0	1	1	147	1
504 plan	0	0	1	1	134	1	0	0	1	1	133	1							0	0	1	1	136	1
Participation with accommodations	8	13	32	17	2974	21	7	11	30	16	3014	21							6	10	29	16	2845	20
Identified disability (PET/IEP)	6	75	23	72	1996	67	5	71	21	70	1986	66							5	83	21	72	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	1	3	76	3	0	0	1	3	77	3							0	0	1	3	74	3
Other	2	25	8	25	766	26	2	29	8	27	801	27							1	17	7	24	710	25
Participation through alternate assessment (PAAP)	0	0	0	0	136	1	0	0	0	0	136	1							0	0	0	0	135	1
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100							0	0	0	0	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	0	0	106	1

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 47
School: James H Bean School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	8	15	15	9	721	5
	2006-2007	1	2	12	7	702	5
	2007-2008	3	5	11	6	659	5
	Cum. Total*	12	7	38	7	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	22	42	84	49	7571	53
	2006-2007	38	67	110	65	7730	55
	2007-2008	29	47	111	59	8195	58
	Cum. Total*	89	52	305	58	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	17	33	54	31	4343	30
	2006-2007	14	25	38	22	4182	30
	2007-2008	19	31	47	25	3800	27
	Cum. Total*	50	29	139	26	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	5	10	20	12	1628	11
	2006-2007	4	7	10	6	1419	10
	2007-2008	11	18	18	10	1362	10
	Cum. Total*	20	12	48	9	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	27.1	56.5	29.5	61.5	29.2	60.8
Literary Text	24	50	14.1	58.8	15.4	64.2	15.0	62.5
Informational Text	24	50	13.0	54.2	14.1	58.8	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: MSAD 47
School: James H Bean School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	62	3	5	29	47	19	31	11	18	542	187	6	59	25	10	545	14016	5	58	27	10	545
Ethnicity																						
African American/Black	1										1						388	1	39	34	26	538
American Indian or Native Alaskan	0										1						116	0	44	45	11	541
Asian or Pacific Islander	0										3						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	61	3	5	28	46	19	31	11	18	542	182	6	59	25	10	545	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	1	11	5	56	3	33	534	33	3	24	55	18	538	2392	0	26	42	31	536
No	53	3	6	28	53	14	26	8	15	543	154	6	67	19	8	547	11624	6	65	24	5	547
Current LEP																						
Yes	0										1						319	1	36	34	29	537
No	62	3	5	29	47	19	31	11	18	542	186	6	59	25	10	545	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	20	0	0	8	40	9	45	3	15	538	59	2	49	36	14	541	5454	2	48	35	15	541
No	42	3	7	21	50	10	24	8	19	544	128	8	64	20	8	547	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	62	3	5	29	47	19	31	11	18	542	187	6	59	25	10	545	14011	5	58	27	10	545
Gender																						
Female	32	2	6	18	56	10	31	2	6	545	103	9	61	22	8	546	6766	7	62	24	8	546
Male	30	1	3	11	37	9	30	9	30	539	84	2	57	29	12	543	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	0	0	1	11	4	44	4	44	534	37	0	27	51	22	538	1751	1	35	44	21	538
No	53	3	6	28	53	15	28	7	13	543	150	7	67	19	7	547	12265	5	62	25	8	546
Gifted/talented program																						
Yes	3										8	38	50	13	0	557	464	27	71	2	1	557
No	59	1	2	28	47	19	32	11	19	541	179	4	60	26	10	545	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 47
School: James H Bean School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	1	100	0	0	538	1	0	0	100	0	538	5	2	42	34	22	540
B. less than one hour	90	2	4	27	48	17	30	10	18	542	79	4	62	25	9	545	66	5	60	27	9	545
C. one to two hours	8	1	20	2	40	1	20	1	20	541	18	12	56	24	9	547	26	5	61	26	8	546
D. more than two hours	0										2	0	50	25	25	540	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	27	1	6	8	47	4	24	4	24	541	26	9	68	15	9	547	31	7	63	23	7	547
B. They match some of what I have learned.	50	2	6	16	52	10	32	3	10	544	57	6	64	26	5	546	55	4	61	27	8	545
C. They match just a little of what I have learned.	19	0	0	5	42	4	33	3	25	540	16	0	38	38	24	540	11	2	42	37	19	540
D. There is no match.	3	0	0	0	0	1	50	1	50	533	2	0	0	67	33	534	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	34	3	14	16	76	1	5	1	5	551	33	13	75	10	2	551	30	10	68	16	6	549
B. good	50	0	0	10	32	14	45	7	23	538	51	2	57	31	11	544	53	3	59	29	9	544
C. fair	16	0	0	3	30	4	40	3	30	534	15	0	39	39	21	537	15	1	41	40	18	539
D. poor	0										1	0	0	100	0	538	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	17	0	0	2	20	5	50	3	30	533	14	0	38	42	19	539	17	3	45	32	19	541
B. about the same as my regular schoolwork	70	3	7	20	48	12	29	7	17	543	74	7	63	22	7	546	67	5	62	26	7	546
C. easier than my regular schoolwork	13	0	0	6	75	2	25	0	0	548	12	5	71	24	0	548	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	13	0	0	3	38	4	50	1	13	540	11	0	43	33	24	540	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	52	2	6	16	50	9	28	5	16	542	51	4	61	27	7	545	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	35	1	5	10	45	6	27	5	23	542	37	9	64	20	7	547	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	15	1	11	5	56	2	22	1	11	547	15	4	71	21	4	547	18	8	64	20	8	547
B. 20 minutes to an hour	52	2	6	17	53	9	28	4	13	543	63	6	65	23	6	546	56	5	62	25	7	546
C. less than 20 minutes	19	0	0	5	42	3	25	4	33	541	12	9	41	23	27	542	12	2	50	32	15	542
D. I rarely read at home.	15	0	0	2	22	5	56	2	22	536	10	0	37	47	16	539	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	37	0	0	7	32	12	55	3	14	539	24	7	48	36	9	543	26	3	51	32	14	542
B. six to ten pages	25	0	0	8	53	2	13	5	33	539	19	0	62	21	18	544	28	3	59	28	9	544
C. eleven or more pages	37	3	14	12	55	4	18	3	14	547	57	7	65	22	7	547	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										16	14	64	14	7	548						
B.	50	0	0	0	0	0	0	1	100	530	58	4	69	21	6	547						
C.	50	0	0	1	100	0	0	0	0	544	12	0	73	27	0	546						
D.	0										13	0	75	25	0	547						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 47
School: James H Bean School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	9	17	24	14	1415	10
	2006-2007	12	21	38	22	1711	12
	2007-2008	8	13	25	13	1617	12
	Cum. Total*	29	17	87	16	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	30	58	92	53	6503	45
	2006-2007	31	54	93	54	6778	48
	2007-2008	26	42	110	59	7284	52
	Cum. Total*	87	51	295	56	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	10	19	44	25	3945	28
	2006-2007	10	18	29	17	3884	28
	2007-2008	15	24	33	18	3341	24
	Cum. Total*	35	20	106	20	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	3	6	13	8	2434	17
	2006-2007	4	7	11	6	1683	12
	2007-2008	13	21	19	10	1778	13
	Cum. Total*	20	12	43	8	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.7	58.0	9.7	64.7	9.0	60.0
Cluster 2: Shape and Size	14	29	7.0	50.0	7.5	53.6	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.3	46.0	2.7	54.0	2.2	44.0
Cluster 4: Patterns	14	29	8.0	57.1	8.9	63.6	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: MSAD 47
School: James H Bean School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	62	8	13	26	42	15	24	13	21	544	187	13	59	18	10	548	14020	12	52	24	13	546
Ethnicity																						
African American/Black	1										1						392	5	33	32	31	537
American Indian or Native Alaskan	0										1						116	5	42	31	22	540
Asian or Pacific Islander	0										3						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	61	8	13	25	41	15	25	13	21	544	182	13	58	18	10	548	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	0	0	2	22	7	78	522	33	3	52	15	30	538	2390	2	29	34	35	534
No	53	8	15	26	49	13	25	6	11	548	154	16	60	18	6	550	11630	13	57	22	8	548
Current LEP																						
Yes	0										1						330	4	36	27	33	536
No	62	8	13	26	42	15	24	13	21	544	186	13	59	18	10	548	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	20	0	0	8	40	8	40	4	20	540	59	2	58	27	14	542	5461	5	46	30	19	541
No	42	8	19	18	43	7	17	9	21	546	128	19	59	13	9	551	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	62	8	13	26	42	15	24	13	21	544	187	13	59	18	10	548	14015	12	52	24	13	546
Gender																						
Female	32	2	6	17	53	8	25	5	16	545	103	12	58	20	10	548	6767	11	51	24	13	546
Male	30	6	20	9	30	7	23	8	27	543	84	15	60	14	11	549	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	0	0	1	11	3	33	5	56	531	37	3	46	27	24	538	1755	1	37	39	23	538
No	53	8	15	25	47	12	23	8	15	546	150	16	62	15	7	551	12265	13	54	22	11	547
Gifted/talented program																						
Yes	3										8	50	50	0	0	564	464	58	40	2	0	564
No	59	6	10	25	42	15	25	13	22	543	179	12	59	18	11	547	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 47
School: James H Bean School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	1	100	0	0	534	1	0	0	100	0	534	5	6	39	29	25	539
B. less than one hour	90	7	13	25	45	13	23	11	20	544	79	15	57	18	10	549	66	12	52	24	12	546
C. one to two hours	8	1	20	1	20	1	20	2	40	542	18	9	68	18	6	549	26	12	55	23	11	547
D. more than two hours	0										2	0	75	0	25	538	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	25	2	13	6	40	5	33	2	13	544	38	14	65	16	4	550	38	16	56	19	8	549
B. They match some of what I have learned.	54	5	15	17	52	7	21	4	12	547	48	15	61	18	6	550	48	9	53	26	12	545
C. They match just a little of what I have learned.	8	1	20	2	40	1	20	1	20	550	8	13	47	13	27	543	10	6	37	32	24	539
D. There is no match.	13	0	0	1	13	2	25	5	63	528	7	0	25	33	42	535	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	31	5	26	10	53	2	11	2	11	553	30	31	58	7	4	557	31	24	54	14	8	552
B. good	37	3	13	10	43	8	35	2	9	545	46	9	69	19	3	549	47	8	55	25	12	545
C. fair	31	0	0	6	32	4	21	9	47	533	23	0	42	28	30	537	19	2	43	35	20	539
D. poor	2	0	0	0	0	1	100	0	0	538	1	0	0	100	0	538	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	23	1	7	7	50	3	21	3	21	545	15	11	59	15	15	547	18	5	42	30	22	540
B. about the same as my regular schoolwork	58	4	11	16	44	9	25	7	19	544	68	11	61	19	9	548	66	11	55	23	11	547
C. easier than my regular schoolwork	19	3	25	3	25	3	25	3	25	542	18	24	52	15	9	551	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	27	2	12	6	35	5	29	4	24	541	24	7	59	23	11	545	21	10	48	26	16	544
B. two or three days a week	45	5	18	14	50	6	21	3	11	549	45	18	60	17	6	551	36	13	54	23	10	547
C. two or three times each month	18	1	9	2	18	2	18	6	55	534	23	14	53	16	16	547	27	12	54	23	11	547
D. never or almost never	10	0	0	4	67	2	33	0	0	547	8	7	71	14	7	548	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	11	0	0	2	29	1	14	4	57	531	7	0	50	17	33	537	7	12	44	25	19	543
B. two or three days a week	52	4	13	15	47	10	31	3	9	546	51	13	58	22	8	549	30	13	53	23	11	547
C. two or three times each month	24	4	27	7	47	3	20	1	7	552	37	16	68	15	1	552	34	12	54	23	10	547
D. never or almost never	13	0	0	2	25	1	13	5	63	530	5	10	20	10	60	531	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	8	0	0	1	20	2	40	2	40	534	5	0	33	22	44	532	7	7	40	25	28	539
B. 30–45 minutes	32	0	0	7	35	7	35	6	30	538	22	2	51	27	20	541	31	7	49	29	15	543
C. 45–60 minutes	53	8	24	15	45	6	18	4	12	549	30	23	52	18	7	551	40	12	55	23	10	547
D. more than 60 minutes	6	0	0	3	75	0	0	1	25	548	43	14	71	13	3	552	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										16	14	57	21	7	546						
B.	50	0	0	0	0	0	0	1	100	516	58	15	65	17	2	551						
C.	50	0	0	1	100	0	0	0	0	558	12	9	73	9	9	551						
D.	0										13	8	83	8	0	551						

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 47
School: James H Bean School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	1 0	2 0	4 1	2 1	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	39 29	68 47	112 93	65 50	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	17 28	30 45	52 85	30 45	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	0 5	0 8	3 8	2 4	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.0	55.0	11.4	57.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.8	48.3	6.0	50.0	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.2	65.0	5.3	66.3	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: MSAD 47
School: James H Bean School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	62	0	0	29	47	28	45	5	8	539	187	1	50	45	4	540	13972	0	43	52	4	538
Ethnicity																						
African American/Black	1										1						382	0	31	57	11	534
American Indian or Native Alaskan	0										1						116	0	28	66	6	534
Asian or Pacific Islander	0										3						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	61	0	0	28	46	28	46	5	8	538	182	1	49	46	4	540	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	1	11	6	67	2	22	530	33	0	21	70	9	534	2372	0	12	72	16	529
No	53	0	0	28	53	22	42	3	6	540	154	1	56	40	3	541	11600	0	50	48	1	539
Current LEP																						
Yes	0										1						319	0	30	58	12	533
No	62	0	0	29	47	28	45	5	8	539	186	1	49	46	4	540	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	20	0	0	8	40	10	50	2	10	536	59	0	34	59	7	537	5435	0	32	61	7	535
No	42	0	0	21	50	18	43	3	7	540	128	1	57	39	3	541	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	62	0	0	29	47	28	45	5	8	539	187	1	50	45	4	540	13967	0	43	52	4	538
Gender																						
Female	32	0	0	19	59	13	41	0	0	542	103	1	56	42	1	542	6750	1	55	43	2	540
Male	30	0	0	10	33	15	50	5	17	535	84	0	42	50	8	538	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	0	0	2	22	6	67	1	11	533	37	0	27	68	5	536	1745	0	26	69	5	534
No	53	0	0	27	51	22	42	4	8	540	150	1	55	40	4	541	12227	0	46	50	4	538
Gifted/talented program																						
Yes	3										8	0	88	13	0	550	464	2	74	23	0	545
No	59	0	0	27	46	27	46	5	8	538	179	1	48	47	4	539	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 47
School: James H Bean School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	1	100	0	0	522	1	0	0	100	0	522	5	0	29	57	14	533
B. less than one hour	90	0	0	26	46	25	45	5	9	539	79	1	51	43	5	540	66	0	44	52	3	538
C. one to two hours	8	0	0	3	60	2	40	0	0	542	18	0	53	47	0	542	26	0	45	52	3	538
D. more than two hours	0										2	0	0	75	25	531	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	32	0	0	12	60	8	40	0	0	542	30	2	57	41	0	543	25	1	54	42	3	540
B. good	40	0	0	12	48	12	48	1	4	540	49	0	54	43	2	540	50	0	46	51	3	538
C. fair	19	0	0	4	33	7	58	1	8	536	18	0	32	59	9	537	22	0	29	65	6	535
D. poor	8	0	0	1	20	1	20	3	60	526	3	0	20	20	60	526	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	20	0	0	2	17	8	67	2	17	532	19	3	31	54	11	536	14	0	33	56	10	535
B. about that same as my regular schoolwork	63	0	0	21	55	16	42	1	3	541	64	0	56	43	2	541	65	0	45	52	3	538
C. easier than my regular schoolwork	17	0	0	4	40	4	40	2	20	537	17	0	48	45	6	539	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										16	7	43	43	7	541						
B.	50	0	0	0	0	0	0	1	100	518	58	0	50	48	2	540						
C.	50	0	0	1	100	0	0	0	0	552	12	0	64	27	9	542						
D.	0										13	0	25	67	8	537						